AU: El Paso 20, Academy - 21080

Gifted Annual Plan

School Year 26-27

Purpose and Directions

The purpose of the Gifted Education Annual Plan is to align efforts and targets to improve gifted student achievement and growth. It fulfills the obligations for accountability as defined within the Exceptional Children Education Act (ECEA) for the Gifted Education *Annual Plan*. This plan fulfills the necessary components of the UIP Addendum for gifted and will be posted by CDE in connection with the district UIP. *An AU shall submit an annual plan no later than April 15th in order to receive AU gifted education funds for the next fiscal year.*

Directions:

To fulfill requirements set forth in ECEA, each AU must identify 1 to 3 major improvement strategies annually. BOCES or Multi-District AUs may set improvement strategies for entire AU or individual districts. Based on AU identified program elements within the CPP or through the GEM process, each year the AU will identify a priority performance challenge, develop a major improvement strategy, and establish annual target(s) identified to shift practice and improve gifted student performance. Complete plans address all key requirements for each target.

No Content

Program Element - Major Improvement Strategy 1 (Required)

Select the program element your annual plan will address.

Procedures for Parent, Family, Student Engagement

Provide the evidence and rationale for the selection of this program element.

This can include reflection from last year's target(s), integration of feedback from monitoring, alignment to district/BOCES priorities, measurement of success of the previous actions, data analysis, policies and procedures, and/or research, etc.

Survey feedback indicates that families seek clearer information on gifted programming, ALP goals, enrichment opportunities, and pathways, especially in middle and high school.
Strengthen school-level communication and understanding of Gifted Education and the TAG (Talent and Gifted) programs by developing clear, accessible, and consistent messaging for families and students. This includes improving parent and student onboarding processes, increasing staff awareness of TAG services, and regularly refining site-level practices to ensure all stakeholders understand program offerings, identification pathways, and supports available for gifted learners.

Determine the student performance priority this program element will address.

What is the current state of student performance this plan aims to address?

1. By onboarding as soon as students are identified, students access services earlier and more consistently. When families and staff clearly understand TAG (Talented and Gifted) pathways, identification processes, and available services, fewer students fall through communication gaps. Earlier and more accurate access to gifted supports leads to:
appropriately challenging instruction

reduced boredom and disengagement
increased academic growth over time
2. Strong onboarding helps students understand their learning profile.
Clear parent and student onboarding ensures learners know:
why they were identified
how TAG supports them
what opportunities are available
When students understand their strengths and the purpose of the program, they are more confident, motivated, and academically engaged.
3. Families become partners in supporting advanced learning.
Consistent, transparent communication empowers families to:
advocate effectively
collaborate with schools on academic pathways
Family partnership is strongly linked to improved student outcomes, especially for students needing differentiation or enrichment.

Set anticipated annual target(s) including action steps and timeline for implementation with specific benchmarks and dates.

2026-2027 School Year
Initially providing TAG staff PD (Professional Development) opportunities and time to create their onboarding process and newsletter that will work for their school. PD opportunities and time for the TAG teachers to provide PD and or resources for classroom teachers around gifted characteristics and differentiation.
August- September
Roll out TAG onboarding for parents and students at each school.
Continue to use Parent Square for the site level newsletters
Begin initial monitoring of site-level implementation. (Through surveys, emails sent and discussions with families)
October–December 2026
Review communication effectiveness (family surveys, website analytics, staff feedback).
Identify schools needing additional support with onboarding or messaging.
Adjust materials and provide coaching as needed.
Spring of 2027
Evaluate impact on family understanding, student engagement, and TAG service access(survey results)
Document successful practices and areas for improvement.
Create updated communication and onboarding tools for the following year.

Explain how meeting this target will improve gifted student performance.

What is the desired state of student performance once this target is met?

1. Higher Engagement and Motivation
When students and families clearly understand the purpose of the TAG program and how it supports their learning:
students take greater ownership of their strengths
motivation improves
school feels more relevant and supportive
Impact: Increased engagement, participation, and persistence in advanced work.
2. Stronger Sense of Belonging and Identity
Effective onboarding helps gifted students:
connect with peers
understand their learning profile
see their abilities as strengths rather than something that isolates them
Impact: Students feel seen, supported, and confident—leading to better emotional well-being and stronger learning outcomes.

3. Families Become Partners in Learning
With better communication:
families understand how to support their child
they can advocate appropriately
they collaborate with educators around academic pathways
Impact: Students benefit from coherent support at home and school, increasing achievement and confidence.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each area below:

1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

Responsible Person(s): TAG Teachers at each school
Accountable Person(s): TAG TOSA (Talented and Gifted Teacher on Special Assignment) and Special Population Director
Consulted Person(s) Special Population Director
Informed Person(s): Principals at each school and Assistant Superintendent of Learning Services

Identify the measures used to assess the success of the proposed action(s).

Quantitative and qualitative measurements, including progress monitoring along the way, Some measurements can be about completing tasks, but also include measurements that show impact.

Survey results to measure the implementation of onboarding gifted students and families.
All of newly identified TAG students/ family will complete an onboarding process within the first 30 days of identification.
75-90% of parents or guardians can report:
Parents and students report:
“I understand why my child was identified.”
“I know what services/supports are available.”

Determine Alignment to district/BOCES priorities.

In what ways is this work convergent with other priorities within district/BOCES? If this work is divergent, what opportunities are there to connect with other work/departments/priorities so it isn’t a stand-alone initiative?

One of our district's strategic priorities is to help foster connectedness with students and families by use effective and transparent communication to build trust.
Bringing together our TAG parents helps to establish a community that surrounds our TAG learners, ensuring they receive needed supports, helps foster connectedness.

Program Element - Major Improvement Strategy 2 (Optional)

No Content

Program Element - Major Improvement Strategy 3 (Optional)

No Content

Assurances

Annual Plan Assurances

In accordance with the Exceptional Children's Education Act, the AU shall comply with all applicable state and federal laws and regulations regarding the gifted education annual plan.

Assurances for Administrative Units (AUs) regarding submission of annual plans for gifted education:

- Administrative Units (AUs) are required to submit an annual plan to the Department, which serves as an addendum to the Unified Improvement Plan (UIP) specifically tailored to gifted education.
- The annual plan shall include a detailed action plan outlining specific strategies geared towards achieving predefined targets for improving gifted student performance.
- Administrative Unit Gifted Education Directors of Record are responsible for submitting the Gifted Education annual plan.
- The annual plan must be submitted no later than April 15 each year.
- District UIP teams have different timelines and deadlines. Therefore, coordinating services and resources requires collaboration between the district UIP team and AU Gifted Director of record in order to be aligned with improvement planning practices to meet state board rule.
- AUs must submit the annual plan before receiving gifted education funds.
- In alignment with state board rule improvement planning requirements, the Gifted Education Annual plans will be posted publicly in conjunction with district Unified Improvement Plans.
- Personally Identifiable Identification (PII) is not included in any part of the annual plan.

I, as the Gifted Education Director of Record, acknowledge I have read and understand the above assurances.

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AU Gifted Education Director of Record Name

Nicole Knox

Action Required

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